

Examination I-1

Directions

Remove Examination I-1 from the manual. First, take a careful look at the examination. There should be 75 examination items. Notice that a blank line precedes each examination-item number. This line is provided for you to enter the answer to the examination item. Write the answer in ink. Remember the rule about not changing your answers. Our research shows that changed answers are most often changed to an incorrect answer, and, more often than not, the answer that is chosen first is correct.

If you guess the answer to a question, place an "X" or a check mark by your answer. This step is vitally important as you gain and master knowledge. We will explain how we treat the "guessed" items later in SAEP.

Take the examination. Once you complete it, go to Appendix A and score your examination. Once the examination is scored, carefully follow the directions for feedback on the missed and guessed examination items.

- _____ 1. Performance standards for fire instructors are identified in:
 - A. NFPA 1021.
 - B. NFPA 1041.
 - C. NFPA 1403.
 - D. NFPA 1031.
- _____ 2. When given a topic for instructional delivery, an instructor should determine what materials are needed:
 - A. by consulting agency policies and procedures.
 - B. from the lesson plan on the topic.
 - C. by networking with other instructors.
 - D. from senior instructional staff.
- _____ 3. One of the most time-consuming parts of preparing for a course is:
 - A. motivating students to learn.
 - B. obtaining permission for use of copyrighted material.
 - C. arranging logistical support based on the lesson plan.
 - D. creating a PowerPoint® presentation for the course.
- _____ 4. When assembling prepared instructional material, the instructor will evaluate the audience in which of the following four steps?
 - A. Preparation
 - B. Presentation
 - C. Application
 - D. Evaluation
- _____ 5. An accident analysis is conducted to achieve all of the following, except to:
 - A. disclose the nature and size of the accident problem.
 - B. determine a lack of action.
 - C. identify the need for engineering revisions.
 - D. identify problems in operating procedures/guidelines.
- _____ 6. Analyzing circumstances surrounding accidents can enable an instructor to:
 - A. identify and locate principle sources of accidents.
 - B. disclose the nature and size of accident problems in different operations.
 - C. indicate the need for engineering revisions by identifying unsafe conditions of various types of equipment.
 - D. All the above.

- _____ 7. What is the term used to define what an employer does to assist an individual with a disability covered by the Americans with Disabilities Act?
- A. Physical therapy
 - B. Undue hardship
 - C. Reasonable accommodation
 - D. Requested accommodations
- _____ 8. Making fun of another person's religious beliefs, or allowing students in a class to harass a student due to their religion, is covered by:
- A. the Americans with Disabilities Act.
 - B. the Age Discrimination in Employment Act.
 - C. the Civil Rights Act of 1964.
 - D. the United States Constitution.
- _____ 9. Instructors must adapt their _____ to the students' rate of understanding, or students will become discouraged.
- A. rate of speaking
 - B. lesson plan
 - C. activities
 - D. learning pace
- _____ 10. The introductory components of a lesson plan typically contain:
- A. cognitive evaluation.
 - B. motivation of learner.
 - C. learning objectives.
 - D. instructions to the instructor.
- _____ 11. In which step of the lesson plan outline are learners motivated to learn?
- A. Preparation
 - B. Presentation
 - C. Application
 - D. Evaluation
- _____ 12. NFPA 1403 gives information for establishing procedures for:
- A. live fire exercises.
 - B. wildland firefighting.
 - C. water supply and firefighting in rural areas.
 - D. the incident management system.
- _____ 13. When collecting information and materials for use in a presentation, the instructor should:
- A. document any challenges by students and drop those references.
 - B. limit any references outside of his or her organization.
 - C. cite all sources in case someone challenges him or her.
 - D. follow ADA guidelines for documenting any references.
- _____ 14. An important part of a lesson plan that indicates for whom the lesson plan was developed is the:
- A. lesson outline.
 - B. level of instruction.
 - C. performance objective.
 - D. table of contents.

- _____ 15. The purpose of the presentation step of the instructional process is to:
- A. prepare the mind of the learner.
 - B. involve learners in the learning process.
 - C. present new skills and concepts.
 - D. evaluate teaching.
- _____ 16. **Directions:** Read the following statements regarding instructors, then select your answer from A–D below:
- 1. Instructors lead or guide learners through a class.
 - 2. Instructors must have a desire to understand the needs of learners.
 - 3. An instructor needs special training that leads to a teaching certificate.
- A. All three statements are correct.
 - B. Only statement 1 is correct.
 - C. Only statements 1 and 2 are correct.
 - D. Only statement 3 is correct.
- _____ 17. Which of the following statements is not true regarding the functions of lesson plans?
- A. They ensure continuity when more than one instructor must teach from them.
 - B. They promote uniformity in all courses taught.
 - C. They act as a guide to instructors for delivery and evaluations.
 - D. They are a rigid procedure that must be followed for successful teaching.
- _____ 18. The law of _____ states that no one will ever become proficient at any skill without performing the operation.
- A. exercise
 - B. readiness
 - C. intensity
 - D. repetition
- _____ 19. Which of the following is a good seating arrangement when instructing a class composed of a small discussion group?
- A. A chevron arrangement
 - B. Small rows to prevent eye contact
 - C. Hollow square or round tables
 - D. Existing seating since changes detract from instruction
- _____ 20. An instructor must be prepared for unanticipated situations, including:
- A. inclement weather.
 - B. learning style differences.
 - C. equipment variation.
 - D. All of the above.
- _____ 21. A method of instruction used when students act out situations is known as:
- A. simulating.
 - B. role playing.
 - C. brainstorming.
 - D. guided discussion.

- ____ 22. The method of instruction to use when you want learners to gain practical experience without "real-life" risks is called:
- A. simulation.
 - B. demonstration.
 - C. role playing.
 - D. brainstorming.
- ____ 23. The greatest concern in the outdoor classroom environment is:
- A. noise.
 - B. weather.
 - C. safety.
 - D. interruptions.
- ____ 24. Which of the following is not part of the Evaluation step of the instructional process?
- A. Having the learner perform the job unassisted
 - B. Asking prepared questions
 - C. Explaining procedures
 - D. Having learners critique other learners' performance
- ____ 25. Factors that prevent a receiver from fully receiving a message, created by either internal or external sources, are called:
- A. interference/environment.
 - B. feedback.
 - C. conflict.
 - D. encoding.
- ____ 26. It is the responsibility of a fire service instructor to plan teaching methods so that ideas are conveyed to the learner:
- A. primarily through visual means.
 - B. through as many of the senses as is practical.
 - C. through audio means.
 - D. through manipulative skills only.
- ____ 27. At the beginning of a presentation, the instructor should clearly state:
- A. how participants will be evaluated.
 - B. the objective of the lesson.
 - C. which teaching method is about to be employed.
 - D. what reference materials will be used.
- ____ 28. The basic instructional method to use when teaching a new skill is:
- A. simulating.
 - B. role playing.
 - C. lecturing.
 - D. demonstrating.
- ____ 29. The communications process exists between two people who are known as the _____ and the _____.
- A. instructor, receiver
 - B. sender, receiver
 - C. developer, interpreter
 - D. speaker, interpreter

- ____ 30. Approximately 83 percent of learning is a result of:
- A. touching.
 - B. smelling.
 - C. hearing.
 - D. seeing.
- ____ 31. "The more true to life the learning situation is, the greater the change in student behavior will be." This statement illustrates the law of:
- A. readiness.
 - B. effect.
 - C. association.
 - D. intensity.
- ____ 32. The standard that provides health and safety guidance is:
- A. 1041.
 - B. 1500.
 - C. 1561.
 - D. 1021.
- ____ 33. In the learning environment, the student is the:
- A. sender.
 - B. receiver.
 - C. medium.
 - D. environment.
- ____ 34. Which step in the communication process is considered the completion part?
- A. The message
 - B. The medium
 - C. The environment
 - D. Feedback
- ____ 35. The _____ is responsible for maintaining continuity throughout the training program.
- A. program developer
 - B. company officer
 - C. ranking officer
 - D. instructor
- ____ 36. Instructors can adjust their presentation to maximize learning outcomes by using:
- A. a variety of presentations (e.g., videos, reading assignments) to reach a variety of learning domains.
 - B. lectures with carefully selected audiovisual examples.
 - C. the same presentation style to maintain consistency.
 - D. All of the above.
- ____ 37. _____ is a term that refers to the art of teaching adult learners.
- A. Pedagogy
 - B. Cognitive domain
 - C. Andragogy
 - D. Affective domain

- ____ 38. The instructor is constantly being observed by students, and the impression made by the instructor will:
- A. have little effect on the outcome of the class.
 - B. dominate the classroom atmosphere.
 - C. depend upon how the instructor dresses.
 - D. affect student response and learning initiative.
- ____ 39. An intensive kind of tutoring given to learners to improve skills in a subject or activity is referred to as:
- A. peer assistance.
 - B. coaching.
 - C. counseling.
 - D. mentoring.
- ____ 40. Which of the following is an effective mannerism of the instructor?
- A. Foot tapping
 - B. Gesturing
 - C. Repetition of words
 - D. Floor pacing
- ____ 41. An initial method for handling disruptive learners is to:
- A. exert peer pressure on them.
 - B. counsel them according to guidelines.
 - C. remove them from the class.
 - D. notify their superior officers.
- ____ 42. When troubleshooting a problem with a multimedia system, you should:
- A. look for the simplest thing first and work your way through the system.
 - B. call tech support or another instructor for help.
 - C. go to plan B.
 - D. read the instruction manual for help.
- ____ 43. In a training situation, the fire service instructor should:
- A. put safety ahead of course objectives.
 - B. put course objectives ahead of outcome assessments.
 - C. keep cost under budget to ensure continued funding.
 - D. put instructor safety ahead of trainee safety.
- ____ 44. Which NFPA standard establishes the policy for rehabilitation during training?
- A. NFPA 1403
 - B. NFPA 1584
 - C. NFPA 1500
 - D. NFPA 1001
- ____ 45. One of the drawbacks to projected instructional media is that:
- A. they are visible to a large audience.
 - B. images are vivid.
 - C. they stimulate multiple senses simultaneously.
 - D. they are an expensive investment.

- _____ 46. Tabletop models are intended to:
- A. show the cross-section of a piece of equipment.
 - B. show operating principles.
 - C. be passed around the classroom.
 - D. be the same size as the prototype.
- _____ 47. Advantages of using _____ are that they are inexpensive, easy to use, and provide a permanent record.
- A. simulation aids
 - B. easel pads
 - C. dry easel boards
 - D. audio cassettes
- _____ 48. When developing a lesson plan which uses only one portion of a video tape, the developer should include instructions to:
- A. use fast forward to cue the video at the proper location during the class.
 - B. mute the sound while fast-forwarding during the class.
 - C. cue the tape to the proper location prior to the start of class.
 - D. Both A and B are correct.
- _____ 49. Modules are best suited for:
- A. lecture.
 - B. illustration.
 - C. demonstration.
 - D. discussion.
- _____ 50. The advantages of using large projected images include all of the following, except:
- A. portability.
 - B. versatility.
 - C. high quality.
 - D. compatibility with existing technology.
- _____ 51. _____ are convenient teaching aids because they provide a permanent record and are portable.
- A. Chalkboards
 - B. Dry-erase boards
 - C. Electronic copy boards
 - D. Easel pads
- _____ 52. Inappropriate use of instructional media could:
- A. distract from the lesson.
 - B. increase the learners' interest in the lesson.
 - C. confuse the learner.
 - D. Both A and C are correct.
- _____ 53. Speech-communication professionals teach two types of transitions:
- A. verbal and nonverbal.
 - B. coaching and counseling.
 - C. lecture and discussion.
 - D. open and closed.

- ____ 54. What is a key element of most presentations?
- A. Multimedia tools
 - B. Learning environment
 - C. A clear speaker
 - D. Classroom arrangements
- ____ 55. Observing and measuring student-performance examination should be documented:
- A. on a checklist using standard criteria.
 - B. visually by the instructor, based on his or her expertise.
 - C. by peer students, based on lessons learned.
 - D. by at least three instructors, as students perform in a group.
- ____ 56. The purpose of performance checklists based on objectives is to:
- A. document failure of the student's ability to perform.
 - B. identify, to the evaluator, the rationale for student performance.
 - C. avoid or minimize inaccurate measurements due to subjective impressions of the evaluator.
 - D. document subjective impressions by the evaluator.
- ____ 57. To overcome subjectivity in performance examination, the training division should:
- A. document rationale and allow instructors flexibility to periodically build in realism.
 - B. have all students repeat examination until they are successful and document their deficiencies.
 - C. issue discipline for performance failures and then immediately terminate the student.
 - D. train instructors in the steps and develop checklists for each skill.
- ____ 58. A pretest is used by instructors to:
- A. determine the current level of training and skills.
 - B. make decisions on program development or revision.
 - C. specify a degree of satisfactory accomplishment.
 - D. Both A and B are correct.
- ____ 59. During the administration of a written examination, you observe a student cheating on the examination. You should:
- A. allow them to continue examination and make note of their activities for later reference.
 - B. excuse them from the examination room and destroy their examination.
 - C. move them to the front of the room near you and allow them to finish the examination.
 - D. know and follow your department's code of ethics for dealing with this type of activity.
- ____ 60. Two of the most important characteristics of a well-designed examination are:
- A. length and scope.
 - B. comprehensiveness and ease.
 - C. validity and reliability.
 - D. completeness and grammar.

- ____ 61. Which of the following is not a purpose of a written examination?
- A. They are useful for measuring the retention of technical information.
 - B. They evaluate a student's accomplishment of cognitive learning objectives.
 - C. They provide the primary source of outcomes assessment.
 - D. They provide variations or formats in asking questions.
- ____ 62. Coaching involves all of the following, except:
- A. observation.
 - B. evaluation.
 - C. providing written directions.
 - D. providing suggestions for improvement.
- ____ 63. An examination that compares a learner's performance against a predetermined standard is known as a _____ examination.
- A. norm-referenced
 - B. criterion-referenced
 - C. subjective
 - D. prescriptive
- ____ 64. Formative evaluation measures learner performance in an effort to answer which of the following questions?
- A. Are the learners competent?
 - B. Is the student achieving the objectives?
 - C. Are the learners frustrated with the presentation?
 - D. All of the above.
- ____ 65. When is a summative evaluation process employed?
- A. Before the course
 - B. Periodically during course development
 - C. In the middle or at the end of the course
 - D. Continuously
- ____ 66. When training records are kept on a computer, _____ is/are an important issue.
- A. graphics
 - B. security
 - C. the computer literacy of the student
 - D. software
- ____ 67. Which of the following types of records or information must be kept confidential?
- A. Individual training records
 - B. Incident or National Fire Incident Reporting System (NFIRS) reports
 - C. Budget documents
 - D. Official minutes of public meetings
- ____ 68. The last step in conducting a skills performance evaluation is:
- A. to give feedback to the fire fighter.
 - B. to record the results of the examination.
 - C. to discuss the results with the instructor.
 - D. Both A and C are correct.

- _____ 69. Instructors should provide feedback to students in a/an _____ and _____ manner.
- A. consistent, standard
 - B. direct, forceful
 - C. honest, blunt
 - D. blunt, direct
- _____ 70. Job performance requirements:
- A. are required for a specific job, based on standards.
 - B. are part of the session scheduling.
 - C. are not responsibilities or duties.
 - D. cannot be used to certify personnel.
- _____ 71. The evaluation step of a lesson plan:
- A. tests the effectiveness of the learning environment.
 - B. determines whether the objectives of the lesson have been achieved.
 - C. reveals whether the students can do the job unaided and without supervision.
 - D. allows for learner evaluation of the instructor.
- _____ 72. Examinations should be based upon:
- A. text materials.
 - B. lesson plans.
 - C. learning objectives.
 - D. principles of instruction.
- _____ 73. Which of the following is not considered a primary means of helping learners with learning disabilities?
- A. Providing feedback on progress
 - B. Teaching to the slowest learning level
 - C. Individualized instruction
 - D. Tutoring
- _____ 74. The course feedback is a method of evaluation that can be used to:
- A. improve course materials.
 - B. determine whether course objectives have been met.
 - C. determine course-instructor competence.
 - D. All of the above.
- _____ 75. A type of evaluation that can be used throughout a course delivery (e.g., pop quizzes, examinations), which provides immediate feedback, is a _____ evaluation.
- A. comprehensive
 - B. formative
 - C. prescriptive
 - D. summative

Did you score higher than 80 percent on Examination I-1? Circle Yes or No in ink. (We will return to your answer to this question later in SAEP.)

Now that you have completed the feedback step for Examination I-1, it is time to repeat the process by taking another comprehensive examination for sections of NFPA 1041 pertaining to Fire Instructor I.

APPENDIX A

Examination I-1 Answer Key

Directions

Follow these steps carefully for completing the feedback part of SAEP:

1. After calculating your score, look up the answers for the examination items you missed as well as those on which you guessed, even if you guessed correctly. If you are guessing, it means the answer is not perfectly clear. In this process, we are committed to making you as knowledgeable as possible.
2. Enter the number of missed and guessed examination items in the blanks on your Personal Progress Plotter.
3. Highlight the answer in the reference materials. Read the paragraph preceding and the paragraph following the one in which the correct answer is located. Enter the paragraph number and page number next to the guessed or missed examination item on your examination. Count any part of a paragraph at the beginning of the page as one paragraph until you reach the paragraph containing your highlighted answer. This step will help you locate and review your missed and guessed examination items later in the process. This step is essential to learning the material in context and by association. These learning techniques (context/association) are the very backbone of the SAEP approach.
4. Once you have completed the feedback part, you may proceed to the next examination.

1. Reference: NFPA 1041, 4.1.1

IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 9.

Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 5.

Answer: B

2. Reference: NFPA 1041, 4.2.2, 4.2.2(A), 4.3.3, 4.3.3(A), 4.3.3(B), 4.4.3, 4.4.3(A), and 4.4.3(B)

IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 198.

Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 94.

Answer: B

3. Reference: NFPA 1041, 4.2.2 and 4.2.2(A)

IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 199.

Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 99.

Answer: C

4. Reference: NFPA 1041, 4.2.2, 4.2.2(A), 4.3.1, 4.3.2, and 4.3.2(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 194.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 99.
Answer: A
5. Reference: NFPA 1041, 4.2.3–4.2.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 51.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 157.
Answer: B
6. Reference: NFPA 1041, 4.2.1, 4.2.3–4.2.3(B), and 4.4.2–4.4.2(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 51.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 159.
Answer: D
7. Reference: NFPA 1041, 4.2.3–4.2.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 65.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 28.
Answer: C
8. Reference: NFPA 1041, 4.2.3–4.2.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 64.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, pages 29 and 31.
Answer: C
9. Reference: NFPA 1041, 4.3.1, 4.3.2–4.3.2(B), 4.4.4, and 4.4.4(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 169.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 101.
Answer: D
10. Reference: NFPA 1041, 4.3.2, 4.3.2(A), 4.3.3–4.3.3(B), and 4.4.3–4.4.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 190.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 94.
Answer: C
11. Reference: NFPA 1041, 4.3.2, 4.3.2(A), 4.3.3–4.3.3(B), and 4.4.1
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 193.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 98.
Answer: A
12. Reference: NFPA 1041, 1.3.5, 1.3.7, 4.3.2, 4.3.2(A), and 4.4.2–4.4.2(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 293.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 157.
Answer: A

- 13.** Reference: NFPA 1041, 4.3.2–4.3.2(B) and 4.3.3–4.3.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 205.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 94.
Answer: C
- 14.** Reference: NFPA 1041, 4.3.2–4.3.2(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 338.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 94.
Answer: B
- 15.** Reference: NFPA 1041, 4.3.3–4.3.3(B), 4.4.1, and 4.4.3–4.4.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 194.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 98.
Answer: C
- 16.** Reference: NFPA 1041, 4.3.3–4.3.3(B), 4.4.5–4.4.5(B), 4.4.4, and 4.4.4(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, pages 16 and 17.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 5.
Answer: C
- 17.** Reference: NFPA 1041, 4.3.3–4.3.3(B), 4.4.3–4.4.3(B), 4.4.4, and 4.4.4(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, pages 189 and 190.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 92.
Answer: D
- 18.** Reference: NFPA 1041, 4.3.3–4.3.3(B), 4.4.1, 4.4.3, and 4.4.3(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 146.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 58.
Answer: A
- 19.** Reference: NFPA 1041, 4.4.2–4.4.2(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, pages 208 and 209.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 121.
Answer: C
- 20.** Reference: NFPA 1041, 4.4.2–4.4.2(B), 4.4.4, and 4.4.4(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 201.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 124.
Answer: D

- 21.** Reference: NFPA 1041, 4.4.2–4.4.2(B) and 4.4.3–4.4.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 279.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, pages 84–85.
Answer: B
- 22.** Reference: NFPA 1041, 4.4.2–4.4.2(B) and 4.4.3–4.4.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 281.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 139.
Answer: A
- 23.** Reference: NFPA 1041, 4.4.2–4.4.2(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, pages 35 and 36.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 124.
Answer: C
- 24.** Reference: NFPA 1041, 4.4.3–4.4.3(B), 4.5.1, 4.5.3, and 4.5.3(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 194.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 99.
Answer: C
- 25.** Reference: NFPA 1041, 4.4.3–4.4.3(B) and 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 88.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 77.
Answer: A
- 26.** Reference: NFPA 1041, 4.4.1, 4.4.2–4.4.2(B), and 4.4.3–4.4.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, pages 149–151.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 59.
Answer: B
- 27.** Reference: NFPA 1041, 4.4.1 and 4.4.3–4.4.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 190.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 93.
Answer: B
- 28.** Reference: NFPA 1041, 4.4.3–4.4.3(B), 4.4.6, and 4.4.6(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 224.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 63.
Answer: D

- 29.** Reference: NFPA 1041, 4.4.3–4.4.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 87.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 76.
Answer: B
- 30.** Reference: NFPA 1041, 4.4.3–4.4.3(B) and 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 151.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 59.
Answer: D
- 31.** Reference: NFPA 1041, 4.4.3, 4.4.3(A), and 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 148.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 59.
Answer: D
- 32.** Reference: NFPA 1041, 1.3.5, 4.4.3, and 4.4.3(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 55.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 159.
Answer: B
- 33.** Reference: NFPA 1041, 4.4.3–4.4.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 87.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 77.
Answer: B
- 34.** Reference: NFPA 1041, 4.4.3–4.4.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, pages 86 and 88.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 77.
Answer: D
- 35.** Reference: NFPA 1041, 4.4.4 and 4.4.4(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 200.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 92.
Answer: D
- 36.** Reference: NFPA 1041, 4.4.4, 4.4.4(A), 4.4.5, 4.4.5(A), and 4.4.6–4.4.6(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 145.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 65.
Answer: A
- 37.** Reference: NFPA 1041, 4.4.3, 4.4.3(A), 4.4.5, and 4.4.5(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 138.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 44.
Answer: C

- 38.** Reference: NFPA 1041, 4.4.3–4.4.3(B), 4.4.4, 4.4.4(A), and 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 15.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, pages 49–51.
Answer: D
- 39.** Reference: NFPA 1041, 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, pages 176 and 178.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 10.
Answer: B
- 40.** Reference: NFPA 1041, 4.4.5–4.4.5(B) and 4.4.3–4.4.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 235.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 50.
Answer: B
- 41.** Reference: NFPA 1041, 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, pages 178 and 174.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 52.
Answer: B
- 42.** Reference: NFPA 1041, 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, pages 273 and 274.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 145.
Answer: A
- 43.** Reference: NFPA 1041, 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 45.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 150.
Answer: A
- 44.** Reference: NFPA 1041, 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 40.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 152.
Answer: B
- 45.** Reference: NFPA 1041, 4.4.6–4.4.6(B) and 4.4.7–4.4.7(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 264.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 134.
Answer: D

- 46.** Reference: NFPA 1041, 4.4.6–4.4.6(B) and 4.4.7–4.4.7(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 262.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 140.
Answer: B
- 47.** Reference: NFPA 1041, 4.4.6–4.4.6(B) and 4.4.7–4.4.7(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, pages 260 and 261.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 140.
Answer: B
- 48.** Reference: NFPA 1041, 4.4.6–4.4.6(B) and 4.4.7–4.4.7(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 211.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 131.
Answer: C
- 49.** Reference: NFPA 1041, 4.4.6–4.4.6(B) and 4.4.7–4.4.7(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 222.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 139.
Answer: B
- 50.** Reference: NFPA 1041, 4.4.6, 4.4.6(A), and 4.4.7–4.4.7(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, pages 265 and 266.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 134.
Answer: D
- 51.** Reference: NFPA 1041, 4.4.6, 4.4.6(A), and 4.4.7–4.4.7(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, pages 260 and 261.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 140.
Answer: D
- 52.** Reference: NFPA 1041, 4.4.7–4.4.7(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 261.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 144.
Answer: D
- 53.** Reference: NFPA 1041, 4.4.3–4.4.3(B), 4.4.5–4.4.5(B), and 4.4.7–4.4.7(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 256.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, pages 78 and 80.
Answer: A

- 54.** Reference: NFPA 1041, 4.4.7 and 4.4.7(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 266.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 130.
Answer: A
- 55.** Reference: NFPA 1041, 4.5.1, 4.5.2–4.5.2(B), 4.5.3, and 4.5.3(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 311.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 180.
Answer: A
- 56.** Reference: NFPA 1041, 4.5.1, 4.5.2–4.5.2(B), 4.5.3, 4.5.3(A), 4.5.4–4.5.4(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 308.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 179.
Answer: C
- 57.** Reference: NFPA 1041, 4.5.1, 4.5.2–4.5.2(B), 4.5.3, 4.5.3(A), and 4.5.4–4.5.4(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 311.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 179.
Answer: D
- 58.** Reference: NFPA 1041, 4.5.1 and 4.5.2–4.5.2(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 305.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 170.
Answer: A
- 59.** Reference: NFPA 1041, 4.5.1, 4.5.2, and 4.5.2(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 315.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 185.
Answer: D
- 60.** Reference: NFPA 1041, 4.5.1, 4.5.2, and 4.5.2(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, pages 303–304.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 170.
Answer: C
- 61.** Reference: NFPA 1041, 4.5.1 and 4.5.2–4.5.2(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 307.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 171.
Answer: C
- 62.** Reference: NFPA 1041, 4.5.4–4.5.4(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 180.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 10.
Answer: C

- 63.** Reference: NFPA 1041, 4.5.1, 4.5.4, and 4.5.4(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 305.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 168.
Answer: B
- 64.** Reference: NFPA 1041, 4.5.4 and 4.5.4(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 305.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 193.
Answer: B
- 65.** Reference: NFPA 1041, 4.5.1, 4.5.4, and 4.5.4(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 305.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 194.
Answer: C
- 66.** Reference: NFPA 1041, 1.3.5, 4.2.3–4.2.3(B), 4.5.4, and 4.5.4(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, pages 119 and 127.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 183.
Answer: B
- 67.** Reference: NFPA 1041, 4.2.3, 4.2.3(A), 4.5.4, 4.5.4(A), 4.5.5, and 4.5.5(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 69.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 34.
Answer: A
- 68.** Reference: NFPA 1041, 4.5.4 and 4.5.4(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 314.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 185.
Answer: B
- 69.** Reference: NFPA 1041, 4.5.4–4.5.4(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 315.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 187.
Answer: A
- 70.** Reference: NFPA 1041, 4.5.2–4.5.2(B) and 4.5.5–4.5.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 638.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 168.
Answer: A

71. Reference: NFPA 1041, 4.5.5–4.5.5(B)

IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 196.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 99.

Answer: B

72. Reference: NFPA 1041, 4.5.5 and 4.5.5(A)

IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 304.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 166.

Answer: C

73. Reference: NFPA 1041, 4.5.5–4.5.5(B)

IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 172.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 68.

Answer: B

74. Reference: NFPA 1041, 4.5.5 and 4.5.5(A)

IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 363.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 202.

Answer: D

75. Reference: NFPA 1041, 4.5.5 and 4.5.5(A)

IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, pages 305, 363, and 364.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 193.

Answer: B

Don't forget to enter the information on your Personal Progress Plotter and answer the Yes and No questions at the end of the examination. This step is extremely important for the successful completion of the Systematic Approach to Examination Preparation!

Examination I-2, Adding Difficulty and Depth

During Examination I-2, progress will be made in developing your depth of knowledge and skills.

Step 1—Take Examination I-2. When you have completed Examination I-2, go to Appendix A and compare your answers with the correct answers.

Step 2—Score Examination I-2. How many examination items did you miss? Write the number of missed examination items in the blank in ink _____. Enter the number of examination items you guessed in this blank _____. Enter these numbers in the designated locations on your Personal Progress Plotter.

Step 3—Once again, the learning begins. During the feedback step, research the correct answer using Appendix A information for Examination I-2. Highlight the correct answer during your research of the reference materials. Read the entire paragraph containing the correct answer.

Helpful Hint

Follow each step carefully to realize the best return on effort. Would you consider investing your money in a venture without some chance of earning a return on that investment? Examination preparation is no different. You are investing time and expecting a significant return for that time. If, indeed, time is money, then you are investing money and are due a return on that investment. Doing things right and doing the right things in examination preparation will ensure the maximum return on effort.

Examination I-2

Directions

Remove Examination I-2 from the manual. First, take a careful look at the examination. There should be 75 examination items. Notice that a blank line precedes each examination-item number. This line is provided for you to enter the answer to the examination item. Write the answer in ink. Remember the rule about changing the answer. Our research shows that changed answers are most often changed to an incorrect answer, and more often than not, the answer that is chosen first is correct.

If you guess the answer to a question, place an "X" or a check mark by your answer. This step is vitally important to gain and master knowledge. We will explain how we treat the "guessed" items later in SAEP.

Take the examination. Once you complete it, go to Appendix A and score your examination. After the examination is scored, carefully follow the directions for feedback of the missed and guessed examination items.

- _____ 1. In the past, fire service training took place:
 - A. on the job.
 - B. at the department fire academy.
 - C. at the local community college.
 - D. only as needed.

- _____ 2. An effective fire service instructor should have experience in:
 - A. public speaking.
 - B. the topic they are assigned to teach.
 - C. performing the skills they are teaching.
 - D. All of the above.

- _____ 3. The instructor attribute that brings excitement to the training environment is:
 - A. apathy.
 - B. lack of confidence.
 - C. motivation.
 - D. empathy.

- _____ 4. Which of the following is not considered a proper format for developing records?
 - A. Essays
 - B. Forms
 - C. Lists
 - D. Verbal

- _____ 5. Analysis of safety program materials, such as those created by the Home Safety Council and American Red Cross, assist in the development of:
 - A. prop generation.
 - B. new examination scores.
 - C. lesson plans.
 - D. All of the above.

- _____ 6. When analyzing records for types and frequency of injuries on the training ground, the instructor can determine:
- A. where the fault should be placed.
 - B. what safety procedures were violated.
 - C. what corrective actions should be addressed.
 - D. what discipline should be provided.
- _____ 7. The Copyright Act allows instructors to:
- A. never copy materials for use in the classroom.
 - B. follow the Fair Use Doctrine when appropriate.
 - C. copy graphic materials only.
 - D. make up to 50 copies for free.
- _____ 8. When assembling and analyzing course materials and facility information, the instructor should refer to:
- A. the Centers for Disease Control (CDC).
 - B. OSHA 194.
 - C. NFPA 1000.
 - D. NFPA 1402 and 1403.
- _____ 9. Which of the following information is usually not kept as part of an agency's training records?
- A. List of members not attending training
 - B. Names of the instructors for each session
 - C. Topics taught and hours of instruction
 - D. Course evaluations provided by students
- _____ 10. An accident investigation should be:
- A. objective and free of personal feelings.
 - B. conducted without input from anyone else.
 - C. reported immediately to the fire department chief.
 - D. conducted secretly to identify wrongdoing.
- _____ 11. An accident investigator should include identification of all of the following, except:
- A. the principal sources of accidents.
 - B. who was at fault for the accident.
 - C. problems in operating procedures.
 - D. unsafe conditions of equipment.
- _____ 12. An accident investigation report should document:
- A. faults.
 - B. improper attitudes.
 - C. facts.
 - D. Both A and C are correct.
- _____ 13. A person who performs at the Instructor I level is responsible for:
- A. developing lesson plans.
 - B. coordinating other instructors.
 - C. presenting lessons.
 - D. revising lesson plans.

- _____ 14. As an Instructor I, you should gather your materials and resources during the _____ step of the instructional process.
- A. preparation
 - B. presentation
 - C. application
 - D. evaluation
- _____ 15. Study sheets are used:
- A. to arouse learner interest in a subject.
 - B. to cover material that was not addressed in class due to insufficient time.
 - C. as an alternative to the lesson plan.
 - D. for post-examination review.
- _____ 16. The role of an instructor who provides advanced-level training for experienced Fire and Emergency Service responders is best described as a:
- A. facilitator.
 - B. teacher.
 - C. safety officer.
 - D. technical advisor.
- _____ 17. During the application step in teaching, an opportunity is provided for all of the following, except:
- A. providing learners an opportunity to demonstrate the skill.
 - B. an instructor to use a checklist.
 - C. learner evaluation of the instructor.
 - D. monitoring learners taking a quiz.
- _____ 18. The least powerful learning channel to the brain is the sense of:
- A. hearing.
 - B. sight.
 - C. smell.
 - D. taste.
- _____ 19. Two reasons for choosing a particular audiovisual training aid for use with a lecture or demonstration are the:
- A. class size and the weather.
 - B. learning objectives and lesson content.
 - C. class size and instructor/learner ratio.
 - D. subject content and location.
- _____ 20. A factor overlooked during classroom preparation for a scheduled course that can create a distraction for the students is:
- A. seating arrangements.
 - B. time of day for the course.
 - C. temperature control of the classroom.
 - D. All of the above.

- _____ 21. The U.S. government, through the Americans with Disabilities Act (ADA), divides learning disabilities into three major categories. Which one of the following is not one of those identified categories?
- A. Speech and language disorders
 - B. Academic skills disorders
 - C. Miscellaneous learning disabilities
 - D. Ability to read due to educational level
- _____ 22. At which step in the instructional model for developing an effective lesson plan does most learning take place?
- A. Preparation
 - B. Presentation
 - C. Application
 - D. Evaluation
- _____ 23. To be effective, objectives should be stated:
- A. as simply as possible.
 - B. at the beginning of an examination.
 - C. in terms of measurable, observable performance.
 - D. to meet general guidelines.
- _____ 24. An effective instructor has:
- A. a desire to teach.
 - B. in-depth knowledge of the subject.
 - C. a sense of empathy.
 - D. All of the above.
- _____ 25. A lesson plan format includes all of the following, except:
- A. a list of materials needed.
 - B. references.
 - C. evaluations.
 - D. learner evaluations of instructor.
- _____ 26. Cognitive objectives emphasize:
- A. acting.
 - B. feeling.
 - C. reasoning/analyzing.
 - D. sensing.
- _____ 27. In which learning domain would a statement such as, "a fire fighter is willing to make in-service inspections," occur?
- A. Cognitive
 - B. Affective
 - C. Psychomotor
 - D. Terminal
- _____ 28. The domain of learning that emphasizes physical skills is the _____ domain.
- A. cognitive
 - B. affective
 - C. psychomotor
 - D. enabling

- ____ 29. An instructor must have subject matter knowledge and:
- A. expertise in all specialty areas.
 - B. the ability to communicate effectively.
 - C. the ability to be a good listener.
 - D. Both B and C are correct.
- ____ 30. A positive attribute of training is a learner-instructor relationship built on:
- A. mutual respect and confidence.
 - B. enthusiasm and personal experience.
 - C. impressions and attitudes.
 - D. ingenuity and creativity.
- ____ 31. A method of instruction that directs group thinking toward the solution of a common problem is called:
- A. illustrated lecture.
 - B. conference discussion.
 - C. free format lecture.
 - D. demonstrative discussion.
- ____ 32. A form of presentation wherein the student learns online, then meets with classmates and the instructor for hands-on training, is called:
- A. demonstrative lecture.
 - B. hybrid/blended electronic learning.
 - C. focal web-based learning.
 - D. browser-based training.
- ____ 33. When preparing to teach, one of an instructor's key responsibilities is to provide the learner with:
- A. handouts.
 - B. comfortable seating.
 - C. an appropriate physical setting.
 - D. media-based instruction.
- ____ 34. The NFPA standard concerning fire department occupational safety is:
- A. NFPA 1021.
 - B. NFPA 1521.
 - C. NFPA 1403.
 - D. NFPA 1500.
- ____ 35. Which of the following would not be considered an area of learner frustration?
- A. Fear or worry
 - B. Positive feedback
 - C. Poor instruction
 - D. Discomfort in the physical environment
- ____ 36. Instructors are expected to know the subject being taught, and should:
- A. be judged in terms of their credentials and number of years of education.
 - B. possess the ability to transfer that knowledge and experience to others.
 - C. not be required to prove competence.
 - D. have a minimum number of years of fire-service experience.

- _____ 37. _____ consists of decoding the message and assigning meaning.
- A. Attending
 - B. Understanding
 - C. Remembering
 - D. Responding
- _____ 38. One accepted instructional model for lesson-plan development is:
- A. preparation, motivation, demonstration, and evaluation.
 - B. preparation, presentation, application, and evaluation.
 - C. introduction, motivation, demonstration, and examination.
 - D. introduction, presentation, application, and evaluation.
- _____ 39. The law of readiness is based upon a principle of learning which states that people learn best when:
- A. they are prepared to learn.
 - B. they have the proper environment for learning.
 - C. the instructor is ready to teach.
 - D. the need for the learning is adequately explained.
- _____ 40. Learning will always be effective when a feeling of satisfaction, pleasantness, or reward accompanies the learning process. This statement describes the:
- A. law of learning.
 - B. law of readiness.
 - C. law of exercise.
 - D. law of effect.
- _____ 41. "Repetition is basic to the development of adequate responses," best describes the law of:
- A. readiness.
 - B. exercise.
 - C. effect.
 - D. practice.
- _____ 42. The part of the lesson plan that deals with out-of-class requirements, which students need to complete in order to be successful during a course, is the:
- A. prerequisite knowledge.
 - B. resource list.
 - C. assignments.
 - D. reference citations.
- _____ 43. An active process that produces a change in behavior as a result of acquiring new information best describes:
- A. teaching.
 - B. understanding.
 - C. learning.
 - D. Pavlov's experiment.
- _____ 44. Since classes may be interrupted, an instructor must be prepared to respond by:
- A. having a contingency plan.
 - B. rescheduling activities.
 - C. showing a video.
 - D. All of the above.

- _____ 45. Coaching will include:
- A. mastery of the subject being taught.
 - B. critical phrases.
 - C. being a follower rather than a leader.
 - D. keeping a distance from the learner.
- _____ 46. Which of the following verbs describes an action the instructor must take to create student desire for learning?
- A. Order
 - B. Motivate
 - C. Direct
 - D. Assign
- _____ 47. Adult learners become motivated when they:
- A. are bored.
 - B. believe it will help them become successful.
 - C. have to be there.
 - D. notice other students participating.
- _____ 48. A shy or timid learner can be helped by:
- A. coupling him or her with a fast learner.
 - B. a personal talk.
 - C. encouraging participation when discussion is informal.
 - D. giving frequent praise.
- _____ 49. A successful technique that has been used to redirect daydreamers' attention is to:
- A. ask a direct question.
 - B. remind them of their learning responsibility.
 - C. give frequent praise.
 - D. ask rhetorical questions.
- _____ 50. Instructors can redirect disruptive students by:
- A. assigning them extra homework.
 - B. having them report to their supervisors.
 - C. embarrassing them in front of their peers.
 - D. calling on them regularly, so that they expect to be called upon and must be prepared for class participation.
- _____ 51. A learner who uses a group situation to gain attention is classified as:
- A. bored.
 - B. timid.
 - C. a troublemaker.
 - D. a show-off.
- _____ 52. The uninterested learner displays little _____ and _____.
- A. enthusiasm, I.Q.
 - B. common sense, good judgment
 - C. energy, attention
 - D. ability, desire

- ____ 53. If a skill is being taught, make sure the students are provided sufficient time:
- A. to take notes.
 - B. to practice.
 - C. for breaks.
 - D. to ask questions.
- ____ 54. Instructors should slow their speaking speed when:
- A. beginning a class.
 - B. emphasizing important items.
 - C. students are taking notes.
 - D. All of the above.
- ____ 55. When speaking, the instructor should use voice inflections to:
- A. add emphasis.
 - B. indicate displeasure with a student.
 - C. add sarcasm.
 - D. avoid being questioned on unfamiliar areas of the course.
- ____ 56. Advantages of working with the Internet include the following, except the:
- A. ability to work with resources around the world.
 - B. ability to reach large numbers of individuals.
 - C. time it takes to learn the software.
 - D. fact that search ability is increased.
- ____ 57. Audiovisual equipment should be loaded and checked:
- A. daily.
 - B. immediately after previous use.
 - C. only if there is cause for concern.
 - D. before each class.
- ____ 58. Modules are best suited for:
- A. lecture.
 - B. illustration.
 - C. demonstration.
 - D. discussion.
- ____ 59. Which of the following is true regarding keystoneing of the projector?
- A. It occurs when the width of the projected image is wider at the bottom than the top.
 - B. Keystoneing creates a distraction for the students.
 - C. Lines are parallel yet the image looks out of focus.
 - D. It occurs when the projector is at less than a 75-degree angle with screen.
- ____ 60. Before using any training audiovisual aids, the instructor must:
- A. introduce them properly to the group.
 - B. determine the best time to use them.
 - C. preview the audiovisual aids prior to class.
 - D. preview the audiovisual aids with a few learners to see if they are relevant.

- ____ 61. All of the following are considered visual aids, except:
- A. simulation kits.
 - B. pictures, films, or slides.
 - C. the lesson plan.
 - D. easel pads.
- ____ 62. The instructor should transition between the lecture and audiovisual aids to reinforce the information, since students remember _____ percent of what they see and hear at the same time.
- A. 20
 - B. 30
 - C. 40
 - D. 50
- ____ 63. Which of the following information should not be identified on the skill checklist used for performance examination?
- A. Appropriate time limits
 - B. Assigned points
 - C. Sequence of activities
 - D. Instructors' subjective opinions
- ____ 64. True/false, matching, and fill-in-the-blank are all forms of _____ examination.
- A. skills
 - B. written
 - C. focused
 - D. affective
- ____ 65. The primary purpose of a/an _____ is to determine the amount of learning that has resulted from instruction.
- A. presentation
 - B. demonstration
 - C. examination
 - D. assignment
- ____ 66. An examination that measures what it is supposed to measure is a _____ examination.
- A. comprehensive
 - B. discriminating
 - C. valid
 - D. reliable
- ____ 67. A reliable examination:
- A. contains extensive learner directions.
 - B. does not separate good students from poor students.
 - C. measures an individual's ability in all phases of the course.
 - D. has the quality of consistent measurement.
- ____ 68. Incorrect answer choices to multiple-choice examination questions are called:
- A. distracters.
 - B. keyed responses.
 - C. detractors.
 - D. alternatives.

- ____ 69. _____ examinations may be used to supplement performance examinations.
- A. Oral
 - B. Written
 - C. Essay
 - D. Multiple-choice
- ____ 70. The method of evaluation used to determine a person's ability to accomplish a task is the _____ examination.
- A. subjective
 - B. objective
 - C. performance
 - D. written
- ____ 71. An examination that gives consistent results is:
- A. comprehensive.
 - B. discriminating.
 - C. valid.
 - D. reliable.
- ____ 72. Which of the following would be an acceptable method for releasing examination scores from an examination that you administered and graded?
- A. Near the classroom door, post the scores next to the students' social security numbers.
 - B. Read the names and scores to the class as a group.
 - C. Scores must be recorded and reported in accordance with local procedure.
 - D. All of the above.
- ____ 73. The last step in conducting a skills performance evaluation is:
- A. giving feedback to the fire fighter.
 - B. recording the results of the examination.
 - C. discussing the results with the instructor.
 - D. Both A and C are correct.
- ____ 74. How should you release scores from an examination to students in your class?
- A. One-on-one, in a private session
 - B. Post scores, with social security numbers, on the bulletin board
 - C. In front of the class, calling each student by name and then reading off the score
 - D. To the department training officer, in a letter
- ____ 75. The evaluation step of a lesson plan:
- A. tests the effectiveness of the learning environment.
 - B. determines whether the objectives of the lesson have been achieved.
 - C. reveals whether the students can do the job unaided and without supervision.
 - D. provides for learner evaluation of the instructor.
-

Did you score higher than 80% on Examination I-2? Circle Yes or No in ink. (We will return to your Yes or No answer to this question later in SAEP).

Now that you have finished the feedback step for Examination I-2, it is time to repeat the process by taking another comprehensive examination for NFPA Standard 1041.

Helpful Hint

Try to determine why you selected the wrong answer. Usually something influenced your selection. Focus on the difference between your wrong answer and the correct answer. Carefully read and study the entire paragraph containing the correct answer. Highlight the answer just as you did for Examination I-1.

Examination I-2 Answer Key

Directions

Follow these steps carefully for completing the feedback part of SAEP:

1. After calculating your score, look up the answers for the examination items you missed as well as those on which you guessed, even if you guessed correctly. If you are guessing, it means the answer is not perfectly clear. In this process, we are committed to making you as knowledgeable as possible.
2. Enter the number of missed and guessed examination items in the blanks on your Personal Progress Plotter.
3. Highlight the answer in the reference materials. Read the paragraph preceding and the paragraph following the one in which the correct answer is located. Enter the paragraph number and page number next to the guessed or missed examination item on your examination. Count any part of a paragraph at the beginning of the page as one paragraph until you reach the paragraph containing your highlighted answer. This step will help you locate and review your missed and guessed examination items later in the process. This step is essential to learning the material in context and by association. These learning techniques (context/association) are the very backbone of the SAEP approach.
4. Once you have completed the feedback part, you may proceed to the next examination.

1. Reference: NFPA 1041, 4.1.1

IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 2.

Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 4.

Answer: A

2. Reference: NFPA 1041, 4.1.1

IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 10.

Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 4.

Answer: D

3. Reference: NFPA 1041, 4.1.1

IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 19.

Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 5.

Answer: C

4. Reference: NFPA 1041, 4.2.1 and 4.2.3–4.2.3(B)

IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 119.

Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 34.

Answer: D

5. Reference: NFPA 1041, 4.2.2, 4.2.2(A), and 4.3.2–4.3.2(B)

IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 44.

Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 106.

Answer: C

- 6.** Reference: NFPA 1041, 4.2.2, 4.2.2(A), and 4.3.2–4.3.2(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 51.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 159.
Answer: C
- 7.** Reference: NFPA 1041, 4.2.2, 4.2.2(A), and 4.3.2–4.3.2(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 73.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 33.
Answer: B
- 8.** Reference: NFPA 1041, 4.2.2, 4.2.2(A), 4.3.2, and 4.3.2(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 101.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 157.
Answer: D
- 9.** Reference: NFPA 1041, 4.2.3–4.2.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 127.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 257.
Answer: A
- 10.** Reference: NFPA 1041, 4.2.1 and 4.2.3–4.2.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 50.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 159.
Answer: A
- 11.** Reference: NFPA 1041, 4.2.1, 4.2.3–4.2.3(B), and 4.4.2–4.4.2(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, pages 50 and 51.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 159.
Answer: B
- 12.** Reference: NFPA 1041, 4.2.1, 4.2.3–4.2.3(B), and 4.4.2–4.4.2(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 50.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 159.
Answer: C
- 13.** Reference: NFPA 1041, 3.3.2.1, 4.3.1, 4.3.2, 4.3.2(A), 4.4.1, and 4.4.3–4.4.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 3.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 6.
Answer: C
- 14.** Reference: NFPA 1041, 4.3.1, 4.3.2–4.3.2(B), and 4.3.3–4.3.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 197.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 99.
Answer: A

- 15.** Reference: NFPA 1041, 4.3.2–4.3.2(B) and 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 346.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 140.
Answer: A
- 16.** Reference: NFPA 1041, 4.3.2–4.3.2(B), 4.4.1, 4.4.2–4.4.2(B), and 4.4.3–4.4.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 287.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 69.
Answer: A
- 17.** Reference: NFPA 1041, 4.3.2, 4.3.2(A), 4.4.1, and 4.4.2–4.4.2(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 195.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 99.
Answer: C
- 18.** Reference: NFPA 1041, 4.3.2, 4.3.2(A), and 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, pages 150–151.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 59.
Answer: D
- 19.** Reference: NFPA 1041, 4.3.2–4.3.2(B), 4.4.6–4.4.6(B), and 4.4.7–4.4.7(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 250.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 130.
Answer: B
- 20.** Reference: NFPA 1041, 4.3.2–4.3.2(B), 4.4.2, and 4.4.2(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 209.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 122.
Answer: D
- 21.** Reference: NFPA 1041, 4.3.2, 4.3.2(A), 4.4.1, 4.4.3, 4.4.3(A), 4.4.5, and 4.4.5(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 171.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, pages 67 and 68.
Answer: D
- 22.** Reference: NFPA 1041, 4.1.1, 4.3.2–4.3.2(B), 4.4.2–4.4.2(B), and 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 195.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 99.
Answer: C
- 23.** Reference: NFPA 1041, 4.3.3–4.3.3(B) and 4.4.3–4.4.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 190.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 93.
Answer: C

- 24.** Reference: NFPA 1041, 3.3.2.1, 4.3.3–4.3.3(B), 4.4.1, and 4.4.3–4.4.3(A)(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 16.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, pages 4 and 5.
Answer: D
- 25.** Reference: NFPA 1041, 4.3.3, 4.3.3(A), and 4.4.3–4.4.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, pages 190 and 193.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, pages 94 and 99.
Answer: D
- 26.** Reference: NFPA 1041, 4.3.3, 4.3.3(A), 4.4.3, and 4.4.3(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, pages 141 and 142.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 62.
Answer: C
- 27.** Reference: NFPA 1041, 4.3.3–4.3.3(B) and 4.4.3–4.4.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 144.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 63.
Answer: B
- 28.** Reference: NFPA 1041, 4.3.3–4.3.3(B) and 4.4.3–4.4.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 143.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 63.
Answer: C
- 29.** Reference: NFPA 1041, 4.3.3–4.3.3(B), 4.4.3–4.4.3(B), and 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 11.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, pages 5 and 9.
Answer: D
- 30.** Reference: NFPA 1041, 4.3.3–4.3.3(B) and 4.4.3–4.4.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 17.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 9.
Answer: A
- 31.** Reference: NFPA 1041, 4.4.1, 4.4.2–4.4.2(B), and 4.4.3–4.4.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 223.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 84.
Answer: B

- 32.** Reference: NFPA 1041, 4.4.1, 4.4.2–4.4.2(B), and 4.4.3–4.4.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 228.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 137.
Answer: B
- 33.** Reference: NFPA 1041, 4.3.2–4.3.2(B), 4.4.2–4.4.2(B), and 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 206.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 122.
Answer: C
- 34.** Reference: NFPA 1041, 1.3.5, 4.4.2–4.4.2(B), 4.4.3, and 4.4.3(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 43.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 159.
Answer: D
- 35.** Reference: NFPA 1041, 4.4.3, 4.4.3(A), 4.4.4, 4.4.4(A), and 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 154.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, pages 51 and 52.
Answer: B
- 36.** Reference: NFPA 1041, 4.4.3–4.4.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 18.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 5.
Answer: B
- 37.** Reference: NFPA 1041, 4.4.3–4.4.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 95.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 77.
Answer: B
- 38.** Reference: NFPA 1041, 4.3.2–4.3.2(B), 4.4.3–4.4.3(B), 4.4.4, 4.4.4(A), 4.5.1, and 4.5.2–4.5.2(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 193.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 98.
Answer: B
- 39.** Reference: NFPA 1041, 4.4.3–4.4.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 146.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 58.
Answer: A

- 40.** Reference: NFPA 1041, 4.4.3–4.4.3(B) and 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 147.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 59.
Answer: D
- 41.** Reference: NFPA 1041, 4.4.3 and 4.4.3(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 146.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 58.
Answer: B
- 42.** Reference: NFPA 1041, 4.4.2–4.4.2(B) and 4.4.3–4.4.3(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 193.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 94.
Answer: C
- 43.** Reference: NFPA 1041, 4.4.3–4.4.3(B) and 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 139.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 58.
Answer: C
- 44.** Reference: NFPA 1041, 4.4.4, 4.4.4(A), and 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, pages 200 and 201.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 124.
Answer: A
- 45.** Reference: NFPA 1041, 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 180.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 10.
Answer: A
- 46.** Reference: NFPA 1041, 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 148.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 98.
Answer: B
- 47.** Reference: NFPA 1041, 4.4.3–4.4.3(B), 4.4.4, 4.4.4(A), and 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 164.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 42.
Answer: B
- 48.** Reference: NFPA 1041, 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 173.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 69.
Answer: C

- 49.** Reference: NFPA 1041, 4.4.2, 4.4.2(A), and 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 174.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 52.
Answer: A
- 50.** Reference: NFPA 1041, 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 174.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, pages 51 and 52.
Answer: D
- 51.** Reference: NFPA 1041, 4.4.2, 4.4.2(A), and 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 175.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 68.
Answer: D
- 52.** Reference: NFPA 1041, 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 174.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 69.
Answer: C
- 53.** Reference: NFPA 1041, 4.4.3–4.4.3(B) and 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 242.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 63.
Answer: B
- 54.** Reference: NFPA 1041, 4.4.1, 4.4.3–4.4.3(B), and 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 235.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 50.
Answer: D
- 55.** Reference: NFPA 1041, 4.4.1, 4.4.3–4.4.3(B), and 4.4.5–4.4.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 235.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 50.
Answer: A
- 56.** Reference: NFPA 1041, 4.4.6–4.4.6(B) and 4.4.7–4.4.7(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 434.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, pages 233 and 234.
Answer: C
- 57.** Reference: NFPA 1041, 4.4.6–4.4.6(B) and 4.4.7–4.4.7(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 211.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 131.
Answer: D

- 58.** Reference: NFPA 1041, 4.4.6–4.4.6(B) and 4.4.7–4.4.7(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 222.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 139.
Answer: B
- 59.** Reference: NFPA 1041, 4.4.6, 4.4.6(A), and 4.4.7–4.4.7(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 268.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 132.
Answer: B
- 60.** Reference: NFPA 1041, 4.3.3–4.3.3(B) and 4.4.7–4.4.7(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 211.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 131.
Answer: C
- 61.** Reference: NFPA 1041, 4.4.7–4.4.7(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 258.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 131.
Answer: C
- 62.** Reference: NFPA 1041, 4.4.3–4.4.3(B) and 4.4.7–4.4.7(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 150.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 51.
Answer: D
- 63.** Reference: NFPA 1041, 4.5.1, 4.5.2–4.5.2(B), 4.5.3, 4.5.3(A), and 4.5.4–4.5.4(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 308.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 180.
Answer: D
- 64.** Reference: NFPA 1041, 4.5.1, 4.5.2, and 4.5.2(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 307.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 166.
Answer: B
- 65.** Reference: NFPA 1041, 4.5.1 and 4.5.2–4.5.2(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 376.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 166.
Answer: C
- 66.** Reference: NFPA 1041, 4.5.2 and 4.5.2(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 303.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 167.
Answer: C

- 67.** Reference: NFPA 1041, 4.5.2 and 4.5.2(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 304.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 170.
Answer: D
- 68.** Reference: NFPA 1041, 4.5.2, 4.5.2(A), 4.5.3, 4.5.3(A), 4.5.5, and 4.5.5(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 307.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 173.
Answer: A
- 69.** Reference: NFPA 1041, 4.5.1, 4.5.2, 4.5.2(A), 4.5.5, and 4.5.5(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 306.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 167.
Answer: A
- 70.** Reference: NFPA 1041, 4.5.2, 4.5.2(A), 4.5.3, and 4.5.3(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 308.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 179.
Answer: C
- 71.** Reference: NFPA 1041, 4.5.3, 4.5.3(A), 4.5.5, and 4.5.5(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 304.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 170.
Answer: D
- 72.** Reference: NFPA 1041, 4.5.3, 4.5.3(A), 4.5.4–4.5.4(B), and 4.5.5–4.5.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 314.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 183.
Answer: C
- 73.** Reference: NFPA 1041, 4.5.4 and 4.5.4(A)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 314.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 185.
Answer: B
- 74.** Reference: NFPA 1041, 4.5.4–4.5.4(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 316.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 183.
Answer: A
- 75.** Reference: NFPA 1041, 4.5.5–4.5.5(B)
IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 196.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 99.
Answer: B

Examination I-3 Answer Key

Directions

Follow these steps carefully for completing the feedback part of SAEP:

1. After calculating your score, look up the answers for the examination items you missed as well as those on which you guessed, even if you guessed correctly. If you are guessing, it means the answer isn't perfectly clear. In this process we are committed to making you as knowledgeable as possible.
2. Enter the number of missed and guessed examination items in the blanks on your Personal Progress Plotter.
3. Highlight the answer in the reference materials. Read the paragraph preceding and the paragraph following the one in which the correct answer is located. Enter the paragraph number and page number next to the guessed or missed examination item on your examination. Count any part of a paragraph at the beginning of the page as one paragraph until you reach the paragraph containing your highlighted answer. This step will help you locate and review your missed and guessed examination items later in the process. This step is essential to learning the material in context and by association. These learning techniques (context/association) are the very backbone of the SAEP approach.
4. Congratulations! You have completed the examination and feedback steps of SAEP when you have highlighted your guessed and missed examination items for this examination.

Proceed to Phases III and IV. Study the materials carefully in these important phases—they will help you polish your examination-taking skills. Approximately two to three days before you take your next examination, carefully read all the highlighted information in the reference materials using the same techniques you applied during the feedback step. This will reinforce your learning and provide you with an added level of confidence going into the examination.

Someone once said to professional golfer Tom Watson after he won several tournament championships, "You are really lucky to have won those championships. You are really on a streak." Watson was reported to have replied, "Yes, there is some luck involved, but what I've really noticed is that the more I practice, the luckier I get." What Watson was saying is that good luck usually results from good preparation. This line of thinking certainly applies to learning the rules and hints of examination taking.

Rule 7

Good luck = good preparation.

1. Reference: NFPA 1041, 4.1.1

IFSTA, *Fire and Emergency Services Instructor*, 7th Edition, 1st Printing, page 9.
Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 5.
Answer: B

2. Reference: NFPA 1041, 4.1.1

Jones and Bartlett, NFPA, *Fire Service Instructor, Principles and Practice*, 1st Edition, 1st Printing, page 9.
Answer: A